DOCUMENT RESUME

ED 160 166 JC 780 529

AUTHOR	Nakamura, Yoshio C.
TITLE	The Trustee and Community Services: A Perspective from 1980.
INSTITUTION	Association of Community Coll. Trustees, Washington, D.C.
PUB DATE	12 Oct 76
NOTE	18p.
AVAILABLE FROM	Association of Community College Trustees, 955 L'Enfant Plaza, SW, Suite 1406, Washington, D.C. 20024 ($3.00)
EDRS PRICE	MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS	*Board of Education Role; *College Role; Community Colleges; Community Service Programs; *Community Services; Delivery Systems; Futures (of Society); *Junior Colleges; Social Responsibility; Trustees

ABSTRACT

This document provides a basic orientation for the community college trustee to community services. Four objectives of community services which have been generally accepted by community colleges are: (1) to become a center of community life by encouraging the use of college facilities and services by community groups when such use does not interfere with the college's regular schedule; (2) to provide all age groups educational services that utilize the special skills and knowledge of the college staff to meet the needs of community groups; (3) to provide the community with the leadership and coordination capabilities of the college; and (4) to contribute to and promote the cultural, intellectual, and social life of the college district community and the development of skills for the profitable use of leisure time. These objectives have been met in a variety of programs. This variety may extend as the future brings a greater emphasis on systematic and coordinated delivery systems, off-campus programs, non-degree and non-credit programs, continuing education, accountability, public relations, and community development concepts and techniques. (A bibliography is included.) (MB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED160166

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Association of Comm. College Trustees

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

THE TRUSTEE AND COMMUNITY SERVICES: A PERSPECTIVE FROM 1980

YOSHIO C. NAKAMURA

Dean of Community Services
Rio Hondo College
Whittier, California 90608

Western Region Representative
National Council on Community Services
and Continuing Education

Executive Council Member
California Community Colleges
Community Services Association

Chancellor's Advisory Committee on
Community Services
California Community Colleges

With thanks to Grace Nakamura, Linda Nakamura, Helen Halvorsen, Helene French, and many Community Services practitioners who wish to remain unnamed.

October 12, 1976

ASSOCIATION OF COMMUNITY COLLEGE TRUSTEES

JC 780 529

TABLE OF CONTENTS

	Page
The Trustee and Community Services: A Perspective from 1980.....	1- 2
Behind the Headlines.....	2
Objectives of Community Services.....	3
Definition of Community Services.....	3- 4
Recognition of Community Services.....	4
Variety is the Name of the Game.....	4- 6
Trends of the Seventy's.....	6- 9
Secret Comments Uncovered.....	9-11
References.....	12-13
Selected Bibliography.....	14-16

THE TRUSTEE AND COMMUNITY SERVICES: A PERSPECTIVE FROM 1980

News Item (September 15, 1980): FRONTIER TRUSTEES MEET ANGRY CROWD
Rigidrock. Residents of Frontier Community College District today showed their support of Community Services programs in the face of possible termination by the college Board of Trustees. Angered by reports of the pending action, the largest group of citizens to ever attend a trustees' meeting overflowed from the Board Room to the adjoining hallway. A public address system was hurriedly installed as demanded by the local citizenry.

"I and dozens of my senior citizen friends have appreciated the use of our Gold Cards, letting us into many college events without charge," said a seventy-one year old grandfather. With his energetic wife at his side, he shouted, "Now you are considering cancellation of this service to people on fixed incomes, the value of which is continually being eroded by rising costs. Attending film-lectures, concerts, theatre performances, and classes has given us renewed perspectives. Don't take that away from us!"

"I felt my world had come to an end when my husband divorced me after 15 years of marriage," a 38 year old divorcee tearfully told the trustees. "I heard about the seminar, Who Am I Now That I Am Alone? which was being offered by the college in a nearby church. I enrolled in it and found the course helpful in restoring my self-confidence and overcoming loneliness. I am now one of your regular students in the Associate Degree Nursing program and hope to graduate next year. Please do not pull the plug from the vital programs offered by your Community Services."

A sixth grade girl finally caught the attention of the trustees. "I just want to say that your class in Astronomy for the rapid learner was really neat. I would like to learn more about the stars. We don't have an Astronomy program at my school."

"I want you to know that my dear late husband and I took your Estate Planning Seminar. Am I ever grateful! My life would have been a nightmare today had he not taken the steps recommended by the attorney-lecturer," said a delicate appearing widow. "Don't you dare stop the seminar!" she said emotionally.

Witnesses at the scene said that other comments were made within the crowd which are best unprinted.

The trustees, embarrassed by the angry outburst and impressed by the large turnout, sat quietly and decided to reconsider their decision on the future of Community Services.

News Item (October 22, 1980): DEMONSTRATION AT BELLWEATHER TRUSTEES' MEETING
Bellweather. A demonstration by residents of a low-income and isolated area of Bellweather Community College District was reported today by witnesses at a meeting of the college Board of Trustees. The trustees were pleasantly

astonished to discover that the people came to thank them for programs provided them by the college Mobile Classroom and classes. "We want to thank you for bringing the college to our street and neighborhood," said a young mother. The vast majority of the group was made up of mothers with their children. They knew that these programs were continued in spite of opposition from other segments of the community and wanted to be there when the annual report on Community Services was presented to the trustees. "We just got carried away," remarked a 36 year old mother of three. "I got started with a Consumer Education class held in a neighbor's living room. The teacher helped me later in enrolling for classes at the college."

The Dean of Community Services reminded the trustees that their support of the community-based concept of Community Services had cultivated the growing and successful programs. The trustees were also told that the college had become increasingly more responsive to community needs, basing programs and services on what people wanted and in places and hours convenient to them. They also learned that the steady rise of women returning to activities outside the home was beginning to plateau and that women and men over 50 years of age, moving toward numbering half of the population by the year 2000, have become increasingly more numerous at campus and community-based programs.

Community Services is well and alive in Bellweather due to a sensitive Board of Trustees with foresight and a state government which recognizes the need for lifelong learning.

BEHIND THE HEADLINES

The probable causes behind the above headlines and news stories are many and need to be studied by trustees, who themselves have a range of self-directed controls as well as state imposed constraints and mandates.

At Rigidrock, the probable causative factors include the erosion of funding sources, a changed administrative structure which does not recognize the potential strength of Community Services as a rejuvenating force and growing edge of the community college, a change in the composition of the trustees to a more political posture, and trustees who were listening too keenly to some vocal landowners who demanded lower taxes regardless of its impact upon needed educational programs. The trustees were visibly moved by comments made on behalf of Community Services and have given hope to the community for continuing valuable programs.

At Bellweather, the state authorizes a special permissive tax to be levied by local community college districts for the support of Community Services, and the local board of trustees recognizes the need for college services to the community beyond formal credit classes and programs. The trustees are aware of the many communities and groups the college serves and believe that career/occupational and transfer education are only parts of a larger mission of the comprehensive community college. They are responsive to community based needs for lifelong learning and to those things which give meaning to life.

Indeed, the Bellweather trustees endorse the four major objectives of community services advanced by Ervin Harlacher in the 1960's which have been generally accepted by community colleges throughout the country to this day. They are listed below.

OBJECTIVES OF COMMUNITY SERVICES

1. To become a center of community life by encouraging the use of college facilities and services by community groups when such use does not interfere with the college's regular schedule;

2. To provide all age groups educational services that utilize the special skills and knowledge of the college staff and other experts and are designed to meet the needs of community groups and the college district at large;

3. To provide the community, including business and industry, with the leadership and coordination capabilities of the college, assist the community in long-range planning, and join with individuals and groups in attacking unsolved problems;

4. To contribute to and promote the cultural, intellectual, and social life of the college district community and the development of skills for the profitable use of leisure time.

These objectives were incorporated into the framework of the National Council on Community Services organized in 1969 as a result of a Kellog Foundation project with the American Association of Junior Colleges.

DEFINITION OF COMMUNITY SERVICES

Trustees will find that the present National Council supports the aforementioned objectives and may desire to find a more concise definition. This is difficult since the hundreds of community colleges in hundreds of different communities are responding to their individual community needs with a wide array of programs and services. The unique quality of Community Services is its ability to respond quickly to community change and needs, one of few segments of the college to have that flexibility. However, there are common elements which were recognized when the National Council was formed and are stated below.

> Community Services is now widely recognized as a major function of the community college. And while the community college services its community through its regular programs and activities, an increasing number of colleges now provide, in cooperation with other community agencies, special programs of community services, i.e., educational, cultural, and recreational services above and beyond regularly scheduled day and evening classes.

Gunder Myran (1974) has mentioned that it is difficult and perhaps not desirable to create a universally applicable definition. He believes it is more important to evaluate the orientation of the offering, that is, the degree to which it is viewed as having a community-centered orientation. The recognition of the function of Community Services is further etched through the National Council's recognition as one of the councils of the American Association of Community and Junior Colleges.

However, depending upon the focus of various community colleges, community services may sometimes be in conjunction with or viewed as continuing education, community education, community based education, adult education, classes for adults, or community school. Community services and continuing education are sometimes used together or interchangeably, although continuing education usually refers to programs for adults and oftentimes as credit classes offered on an extension or evening basis. It is interesting to note that the National Council members in 1975 voted to combine the two names, and it is now called the National Council on Community Services and Continuing Education. Whatever the juxtaposition or synonym of community services in the comprehensive community college, a significant commitment to activities designed to meet the particular needs of the community is necessary.

RECOGNITION OF COMMUNITY SERVICES

The growing importance of the community services function was recognized in California in 1964. It was included in an official statement of the purposes of the California Junior College Association, included in the preparation of the Junior College Guidelines for expenditure of the tax fund, and included as a recommended addition of the accreditation process with the Western Association of Schools and Colleges. By 1966 a new section on community services was included in the accreditation standards and application.

Evidence of community services as a viable function of the college to be accredited required detailed description of its organization, administration, and services, thus giving it significant visibility and recognition. The scope of the use of college facilities, educational services, cultural services, and recreational services needed to be spelled out. With educational services, including a wide range of activities from non-credit courses, seminars, conferences, community development, community consultive services, to faculty and student programs for community groups, their impact was to encourage the development of community services. The five cent permissive tax per one hundred dollar assessed valuation for community services provided the financial encouragement for program growth.

Although each community's programming of community services took varied paths across the country, the need for this uniquely community based, innovative function spread and culminated in national recognition with the establishment of the National Council on Community Services in 1969. Leaders from the field who contributed significantly to the movement include Ervin Harlacher, Gunder Myran, William Keim, Timothy Welch, George Traicoff, Nathan Shaw, Kenneth Cummiskey, Victor Lauter, and Walter Flightmaster.

VARIETY IS THE NAME OF THE GAME

Trustees will find considerable variety of programming by examining a number of community services announcements from across the country. Suffice to say the list can be exhaustive. A spectrum of examples from community colleges is presented below.

> World Culture Series, Early Childhood Learning Center, Investment Strategies, Manpower Training Program, and Into Electric Circuits in Maryland.

Basic Soil Science and Farm Labor Supervision in Idaho.

Emeritus College, College for Kids, A Regional Arts Council, Wildlife Sanctuary Tours, Recreational Soccer, Especially for Children, Masters in Music, and Marine Exploration in California.

Anti-poverty project with student participation in Pennsylvania.

Classes for Adults and Pre-school Children of Migrant Workers in Mississippi.

A special program in Minnesota for the encouragment of health services careers.

Parent seminars with adolescents in Maine.

Special educational services for students with low achieving records in South Carolina.

Agricultural training course and a harpsichord concert in Arizona.

Volunteer services in Colorado.

Oral history project in Kentucky.

Cultural, educational, and avocational opportunities for women, veterans, children, ethnic groups, senior citizens, and others in Ohio.

A senior citizen center and multi-cultural programs in Hawaii.

Effective parenting skills in Wyoming.

Budget Nutrition, Suddenly Parents, Biofeedback Workshop, and Quit Smoking Workshop in Arkansas.

Family Nature Walk, an environmental series, College of Creative Cookery, Travelers Language and Culture, Aikido (Mind-Body Coordination), Body Language, Graphoanalysis, Early Music Workshop, Self-Defense Workshop, Oriental Brush Painting, Master Craftsmen Workshops, and Political Focus Seminars in California.

Sixty Plus Senior Citizen Program in Missouri.

In-Plant Education, The Single Parent, Human Potential Assertive Training, and Inner City Work Study Program in Illinois.

Tuition free opportunities and Career Counseling and Information in New Jersey.

In Pennsylvania, Fiscal Fitness.

Diet Therapy for the Layman, Getting and Keeping a Job, and Karate in Alabama.

In Oregon a cooperative program between high schools and a community college, and guest lecturers.

Television courses and outreach programs in Florida.

Pharmacy Employee Training Program and Community Education Enrichment Classes in Michigan.

Festival de Primavera, Outreach Workshops, Women Alone Conference, and The Widows Exchange in Massachusetts.

A non-credit program for deaf adults and a Prevocational Education Program in New York.

In Texas, Man and the Urban Setting, Preparing for Marriage, Supervisory Management, a Saturday Family Center, Reading Improvement Program, and a Partnership in Manpower.

A Blue Ridge Folklife Festival in Virginia.

And across the country, programs utilizing the planetariums and observatories, physical education facilities, art galleries and studios, theatres, concert halls, dance studios, senior citizen facilities, radio and television studios, career centers, and other college facilities; house programs on multi-culture, beautification, child care, special services for disadvantaged, counseling, health screening, college information and relations, volunteer and docent services, community development, community recreation, lectures, film-lectures, films, performing arts, exhibits, tours, and many others.

Yes, variety is the name of the game in community services. Just as Peter Drucker mentioned in his address to the National Conference on Community Services in San Diego on March 5, 1976, "...There are well over 100 (community colleges) in California alone; I would imagine something like fifty, sixty, or seventy representatives from other states are in this room. And so I know that we have about twice as many definitions of objectives of community services in this room as we have colleges represented here," there are countless programs which respond to a wide variety of objectives and needs which relate to the multitudes of groups and communities which the community colleges serve.

TRENDS OF THE SEVENTY'S

In 1980 the economic situation showed definite signs of continued recovery from the recession of the mid-70's, with greater wealth available to the populace and for education. The "Taxpayers' Revolt" of the mid-decade has quieted due to increased productivity and income.

A number of state mandated efforts have surfaced to bring about more systematic and coordinated delivery of services. The Area Councils for Community Educatinal Services, a function of the Florida State Planning Council for Post High School Education, is a case in point. The Regional Adult and Vocational Education Councils which were formed in 1976 as a result of California Assemblyman Joseph Montoya's bill, has resulted in greater communication and cooperation among

community colleges, high and unified school adult schools, regional occupation programs, private schools, and other community agencies and groups in California community college districts.

In other areas, the community college is part of the state university or college system. Coordination of higher education has been achieved. However, this has been accomplished at the expense of community-based community services type programs in some cases. And where no formal coordination of educational services exist, many of the community services practitioners have been instrumental in bringing educational delivery systems together.

Extension of the college to centers in storefronts, jails and other correctional facilities, hospitals, convalescent centers, senior citizen complexes, churches, armed forces facilities, businesses, industrial plants, public schools, and other public and private facilities increased in tempo in the late 70's. Manifestations of this movement were seen in "Community Based Programs," "College Without Walls," "Community Schools," "College in the Community" and other programs housed off campus.

The new clientele of the seventies included an influx of women. Beatrice B. Ettinger, speaking at the 1974 National Conference on Community Services held in Orlando, Florida said that work is part of life for women as well as men... the woman who has never married works on the average of 45 years of her life... the married woman who has no children works an average of 35 years. The woman with two children works an average of 22 years, and those with four or more children work an average of 17 years. She further stated that one out of every eight families is supported by a woman, and that six million women support families by themselves. Ms. Ettinger, speaking as President of the Council of Continuing Education for Women, Valencia Community College, Orlando, Florida, opened avenues of thinking for community services programs. They have included new directions for women, career and personal exploration, career/occupational entry level to advanced and refresher courses, and life enrichment programs.

The community services function penetrated deeper into the fabric of the community colleges, absorbing Edmund Gleazer's recommendation presented to the 1974 Florida conference that community colleges start thinking about themselves secondarily as a sector of higher education and regard as their primary role community leadership. Gleazer told the California Community Colleges Community Services Association gathering, also in 1974, that community services is the community college of this era---the community college now being shaped and formed to influence the times.

An increase in fee bearing community services offerings was noted. Some colleges devised prices for their community services to potential clients, an observation made by Roger Yarrington in 1976.

The ugly spector of "over education," which has crept into public discussion, was effectively counteracted by respected leaders such as David S. Saxon, Physicist and President of the University of California. In his "Is It Time To Stop Learning?" appearing in the June 28, 1976 issue of Newsweek magazine he said:

> "I think we are more in need of wisdom today than at most earlier stages of our history. A broad liberal education is not the only

ingredient of wisdom, but it is an essential one. We need all knowledge we can muster to meet our technological and scientific problems. We need all the accumulated experiences and understanding of humanity we can absorb to meet our social problems...We can ill afford the risk of foreclosing the maximum cultivation of that knowledge and understanding simply because it seems not to be required for immediate vocational purpose...American vision for 200 years has been longer than that. Overeducation is an idea whose time must never come."

The Continuing Education Unit (CEU) has become part of many non-credit programs in the Southern Association and has spread to other regions. The accounting procedure for CEU's has added another clerical-records load to many over-worked community services staffs. A CEU is generally defined as ten contact hours of participation in an organized educational experience under qualified instruction. The danger of elitist concepts infiltrating community services programs were faced. Many have asked, "Why is validation of all nor-credit courses necessary?" However, many professional and paraprofessionals have found some form of validation necessary for renewal of licenses or maintaining certification. Many colleges issued "Certificates of Completion" on "request only" basis.

A greater use of media, particularly video, was seen in the latter half of the decade. The successful broadcast of such outstanding programs as "The Adams Chronicles" and "The Ascent of Man" broke ground for many others which followed. Telelibraries or other cooperative projects between community colleges and public libraries brought video recordings to people in many communities. Newspaper courses proved to be popular with some commutors using public transportation.

The community services practitioner has become aware of results oriented performance and has increasingly found ways of assessing the effectiveness of community services programs. Cost effectiveness has found its way into the working vocabulary of community services practitioners.

As the country moved into the 1980's, life expectancy reached an average of 72.4 years, making programmatic adjustments for the increasing population of 50 years plus. The predictions made in the U.S. News and World Report in July 5, 1976, became realities as to the median school years completed by U. S. citizens who were 25 years or more rising to 12.4 years, per capita income increasing to $4,800.00, and employment enlarging to 96,460,000 positions by 1980. The implications for community services were many with increased need for varied programs as expectations and horizons were raised.

Gunder Myran, in his report to the 1976 National Conference on Community Services sponsored by the California Association held in San Diego and later published in the National Council's Catalyst (Spring 1976), made a forecast on major program trends. His report was based upon responses he received from a National Council survey and are listed below.

Increased emphasis was shown through the year 1980 on:

1. Cooperation with community schools.
2. A view of the community college as a community educational resource center rather than degree-granting institution.
3. Coordination with all human service agencies in the college service area.

4. More college support of non-degree and non-credit programs.
5. Public relations efforts with local leaders and legislators.
6. Services to groups removed geographically from the main campus.
7. Day-release programs for industrial employees.
8. Accountability for quality of programs.
9. General blurring of distinction between community services and traditional academic programs as overall college clientele and instructional approaches change.
10. Priority setting, planning.
11. "Neighborhood" development.
12. Integrating of work and other life experiences; more value based on "doing" and "being" learning experiences.
13. Utilization of community facilities as learning centers.
14. Community development concepts and techniques.
15. People moving in and out of learning experiences throughout their lifetime.
16. Use of the CEU (Continuing Education Unit) as a means of validating non-credit instruction.
17. Funding assistance from local industries and agencies.

SECRET COMMENTS UNCOVERED

NEWS ITEM (May 15, 1980)

Futura. A National Conference on Community Services is being held in this metropolitan setting with a large representation from the Association of Community College Trustees. Mr. William Meardy, Executive Director of ACCT, asked the community services practitioners at one of the large forums to list some things they would like trustees to see. Although the papers were to be informal and "in-house," they were uncovered by a Futura Times reporter. The executive officers of the NCCSCE and ACCT expressed alarm at the public disclosure of the following comments directed to trustees:

> "I like the essence of futurist Robert Theobald's statement in the Catalyst (Spring 1976). He said that there is nothing wrong with community education meeting immediate needs of people and that we oftentimes lose relevance by taking on the trappings of four-year colleges and universities."
>
> "Check your community services offerings to see if all the disciplines of vital life issues, such as family, citizen, consumer, leisure time, and environment are included."
>
> "Apply pressure on accreditation associations to include community services practitioners on their accreditation teams."
>
> "State control and interference is making it more and more difficult for community colleges to respond to community needs and wants."
>
> "Remember that higher education is not the exclusive purview of the 18-22 year olds. How knowledgeable are you concerning the concepts of lifelong learning?"

"Community services offers opportunities for innovation, pointing the way to new approaches for community enrichment, fulfillment of lives and sense of community, caring about each other's needs."

"Start education where people are, not where you want them to be or go."

"Encourage programs from the basis of their importance to the participants."

"All persons concerned with living want to learn and grow, regardless of age."

"The stresses in our society today are monumental. That's the reason programs which build mind-body coordination for the release of tension, such as Yoga, Introduction to the Science of Transcendental Meditation, and Aikido Principles for Daily Living are meeting the needs of our times."

"Lifelong learning in the arts, humanities, and public affairs are essential to the preservation of our freedoms."

"Be cautious of promoting only self-supporting non-credit programs. We should also reach people who are poor and/or undereducated."

"The American people desperately need an adequate system of lifelong learning to enable us to remedy past deficiencies and to direct the forces of change toward humane ends."

"Don't let a few critical comments drown out a program. Check them out for possible error or overexaggeration."

"The most effective community services programs are administered by leaders who are high on the administrative structure. All decisions affecting budgeting, program expansion or limitation, personnel or other vital community services concerns are made by or with the community services manager."

"Encourage your community services practitioner to receive advice from his or her colleagues from other districts and states. Ask for the consultant services of the National Council on Community Services and Continuing Education, California Community Colleges Community Services Association, or other professional groups which offer them, usually at minimal cost."

"Listen to the people of your community, a variety of them, not just your friends in your service club or social group. Seek the expressions from others who have traditionally been on the fringes of education."

"Give high visibility and recognition to the one arm of the community college that is continually innovative and encourages institutional change, the community services function."

"Give the community services person on your campus the authority to manage that function effectively."

"Trustees of state-wide systems should make sure that their state board offices are staffed with knowledgeable community services/ continuing education professionals, people who are respected by colleagues in the field."

"Where else in higher education can community residents find the resources to focus on a problem and bring in the thinking of people--from the citizens, agencies and groups, to college staff and students to help solve it?"

"Don't get bogged down with the cumbersome machinery of many credit programs. Allow community services to respond quickly to changing conditions and needs."

"Innovation, pilot programs, needs assessments, community feed-back and participant opinions are running the interference for community services. Don't handicap it with low budgets, unnecessary meddling and catcalls."

"What are the major issues today? Are you encouraging your community services program to address itself to at least some of them?"

REFERENCES

1. Cummiskey, J. Kenneth. "National Council Approves Constitution, Elects Officers." Community Services Forum, Vol. 1, No. 8. Washington, D. C.: August, 1969. pp. 1-4.

2. Drucker, Peter F. "Management for Community Education in the Community College." Address at National Conference on Community Services, March 5, 1976. San Mateo, California: California Community Colleges Community Services Association. August, 1976. 7 pp.

3. Gollattscheck, James, F. and Wattenbarger, James L., Editors. Beyond the Open Door, The Open College, A Report on the National Conference on Community Services and the Community College, Orlando, Florida: Valencia Community College, 1974. 186 pp.

4. Guild, Lorraine. "Non-Credit Courses: Unlimited" The Community Services Catalyst, Vol. VI, No. 2. Ann Arbor, Michigan: NCCSCE, Spring, 1976. pp.23-24.

5. Harlacher, Ervin L. The Community Dimension of the Community College. Englewood Cliffs, New Jersey. Prentice-Hall, Inc. 1969. p. 19.

6. Holcomb, Hope M., author and editor. "Defining the Issues." Reaching Out Through Community Service. San Francisco, Calif: Jossey-Bass, Inc., 1976. pp. 105-109.

7. Keim, William A. "A Dynamic Definition of Service." Reaching Out Through Community Service, edited by Hope M. Holcomb, San Francisco: Jossey-Bass, Inc., 1976. pp.1-10.

8. Keim, William A., Project Director. A Manuel for Establishing A Community College Community Services Program. Blacksburg, Va.: Virginia Polytechnic Institute and State University in cooperation with the University of Virginia, 1975. 99 pp.

9. Myran, Gunder A. Community Services in the Community College. Washington, D. C.: American Association of Community and Junior Colleges, 1974, 60 pp.

10. Myran, Gunder A. "The Future of Community Services and Continuing Education: A Summary of NCCSCE Membership Opinion." The Community Services Catalyst, Vol. VI, No. 7. Ann Arbor, Michigan: Spring, 1976.

11. Nichens, John M. "A Taxonomy For Community Services." Reaching Out Through Community Service, edited by Hope M. Holcomb. San Francisco: Jossey-Bass, Inc., 1976. pp. 11-18.

12. Saxson, David S. "Is It Time To Stop Learning?" "My Turn" in Newsweek magazine, LXXXVII (June 28, 1976)

13. Stone, Marvin L., editor. "America's Third Century: A Look Ahead." U. S. News and World Report, LXXXI (July 5, 1976)

14. Talbott, Linda Hood. "Community Problem Solving." Reaching Out Through Community Service, edited by Hope M. Holcomb. San Francisco: Jossey-Bass, Inc., 1976. pp. 83-91.

15. Theobald, Robert. "The Future of Education." The Community Services Catalyst, Vol. VI, No. 2. Ann Arbor, Michigan: NCCSCE, Spring, 1976. pp.6-7.

16. Whelchel, Richard F. "Community Services on the Move: Selected Programs Developed by NCCSCE Members." The Community Services Catalyst, Vol. VI, No. 2. Ann Arbor, Michigan: NCCSCE, Spring, 1976. pp.20-22.

SELECTED BIBLIOGRAPHY

A. Books

Leo, Robert J. "The Colleges' Roles for Service." Reaching Out Through Community Service, edited by Hope M. Holcomb. San Francisco, Calif.: Jossey-Bass, Inc., 1976. pp. 1-10.

Wise, Stephen R., Wygal, Benjamin R., and Terrell, C. Roland. "Services For An Urban Community." Reaching Out Through Community Service, edited by Hope M. Holcomb, San Francisco, Calif.: Jossey-Bass, Inc., 1976. pp. 29-36.

B. Periodicals

Cohen, Arthur M. "The Twilight Future of a Function." The Community Services Catalyst, Vol. III, No. 2. Washington, D. C.: The National Council on Community Services, Fall, 1972. 7-28

Connolly, John. "Community Services: (Do We Really Mean It?)" The Community Services Catalyst, Vol. II, No. 1. Washington, D. C.: National Council on Community Services, Fall, 1971. 5-8.

Doubleday, Robert E. and Murphy, John P. "The Community College As A Cultural Center." The Community Services Catalyst. Ann Arbor, Michigan: The National Council on Community Services and Continuing Education, Fall, 1975. pp. 13-15.

Ensign, M. Dale. "New Dollars for Community Colleges." Community and Junior College Journal, 47 (September, 1976). 101.

Fey, Phillip. "Toward A More Effective Community Services Program." The Community Services Catalyst. Ann Arbor, Michigan: The National Council on Community Services and Continuing Education. Fall, 1975. pp. 3-6.

Fisher, Olin R. and Gollattscheck, James F. "Community College As An Educational Cooperative." The Community Services Catalyst, Vol. V, No. 1. Washington, D. C.: The National Council on Community Services. Fall, 1974. 1-6.

Groth, David A. "Community Systems." The Community Services Catalyst, Vol. III, No. 3. Washington, D. C.: The National Council on Community Services. Spring, 1973. 23-28.

Lambert, Jon. "New Clientele for A Community-Based Community College." The Community Services Catalyst, Vol. VI, No. 1. Ann Arbor, Michigan: The National Council on Community Services and Continuing Education. Fall, 1975. 7-8.

Myran, Gunder A. "Community-Based Education: Shaping the Future of Community Services." The Community Services Catalyst, Vol V, No. 1. Washington, D. C.: The National Council on Community Services. Fall, 1974. 19-24.

Traicoff, George. "The National Council on Community Services:... to provide a unified voice..." The Community Services Catalyst, Vol. I, No. 1. Washington, D. C.: National Council on Community Services. Winter, 1971. 7-13.

C. Reports

Cohen, Wallace F. "University of Southern California Doctoral Study: Community Service Programs in California Public Junior Colleges, January, 1967." Clearinghouse on Community Services, No. 3. Washington, D. C.: American Association of Junior Colleges, June, 1969.

Cummiskey, J. Kenneth. "A Community Services Inventory for Community Colleges." Community Services Forum, Vol. I, No. 11. Washington, D. C.: American Association of Junior Colleges, November, 1969.

Cummiskey, J. Kenneth. "Coordinating Adult Educational Opportunities Beyond High School: The North Carolina Approach." Community Services Forum, Vol. I, No. 7. Washington, D. C.: July, 1969.

Donnelly, Brian. "Establishing A Community Educational Services Center." Clearinghouse on Community Services, Vol. I, No. 5. Washington, D. C.: American Association of Junior Colleges. November, 1969.

Farmer, James A. Jr., Sheats, Paul H., and Deshler, J. David. "Developing Community Service and Continuing Education Programs in California Higher Education Institutions." A Report Prepared for the California Coordinating Council for Higher Education, Report 72-4. Sacramento, California. 1972. 108 pp.

Flightmaster, Walter J. "Establishing and Expanding A Community Services Program" Community Services Working Papers, No. 4. Washington, D.C.: American Association of Junior Colleges. September, 1969. 57.

Kleis, Russell J., Butcher, Donald G., and Luke, Robert A. "The Role of the Community College in Cooperative Community Education." Clearinghouse on Community Services, Vol. I, No. 10. Washington, D.C.: American Association of Junior Colleges. October, 1969.

MacKay, Kenneth C. "The Private College Study: Community Related Programs and Services." Clearinghouse on Community Services, Vol. I, No. 4. Washington, D. C.: American Association of Junior Colleges. September, 1969.

Myran, Gunder A. "Community Services: An Emerging Challenge for the Community College." Community Services Working Papers, No. 1 of W. K. Kellogg Foundation Supported Community Services Project. Washington, D. C.: American Association of Junior Colleges, March, 1969.

Myran, Gunder A. "Community Services Perceptions of the National Council on Community Services." Research and Report Series, Report No. 3. Washington, D. C.: National Council on Community Services. January, 1971. 1-31.

Shaw, Nathan. "Community Involvement: A Leadership Responsibility for Community Services." Community Services Working Paper. No. 5. Washington, D. C.: American Association of Junior Colleges. February, 1970. 1-23.

Traicoff, George. "Obtaining Financial Support for Community Services Programs." Community Services Working Papers, No. 2. Washington, D. C.: American Association of Junior Colleges. March, 1969.

Welch, Timothy. Program and Budget Characteristics of "Pacesetter" Community Service Programs in California Community Colleges. Berkeley, California: University of California, 1973.